

A TOOLKIT for the educators



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Introduction



Today, **Global Citizenship Education (GCE)** has become an essential aspect to produce well-rounded individuals. In an increasingly globalised and interconnected world it is essential that young people learn about and engage with topics relating to global citizenship, this can include topics such as climate change, democracy, and human rights. Yet, it is also important that young people are given the opportunity to explore and learn about European values to strengthen their European identity. However, for many young people, accessing these issues is challenging, especially for those from disadvantaged backgrounds. This is why three not-for-profit organisations from Hungary (Anthropolis), France (Le Partenariat) and Spain (Jovesolides) came together to work on the ACCESS Project.

The **partners of the ACCESS project** believe that learning about these issues should be extended to individuals with fewer opportunities. This will be achieved by educating youth workers on global educational methods through a European wide e-learning platform, the design of a new global citizenship education tool, an info booklet on international mobility and, a transnational workshop that will allow youth workers to share their experiences with Global Citizenship Education. These youth workers will engage young people (aged 16-30), with fewer opportunities. Specifically, those not in education, employment, or training (NEETs), young people with experiences in the care system and young people with disabilities.

This handbook will outline the theoretical knowledge on inclusivity and global citizenship education that underpins this project. It will then move on to highlight techniques and strategies to utilise Global Citizenship Education methods with young people from marginalised backgrounds. Finally, it will discuss games and activities that youth workers can use to engage young people. This chapter will give hints and tips on how to make these games as inclusive and accessible as possible.



Introduction

Part 1 – Values of the Access Project:

The ACCESS Project has three core ideas, Global citizenship, European citizenship, and inclusivity. Global citizenship is the belief that individuals are part of a global community that goes beyond national borders. Therefore, Global Citizenship Education aims to make people aware of this by promoting values such as, respect for human rights and democracy, respect for diversity and awareness of climate change among others. This can raise awareness of the interconnectedness of the world and how the world's resources need to be shared fairly. This way, Global Citizenship Education can help to create a fairer and more sustainable world for everyone.

Much like Global citizenship, European citizenship is the idea that Europeans share a common identity as Europeans. This shared European identity transcends national borders and unites the continent through a belief in “European values”. These values are characterised by a commitment to democracy, human rights, and individualism and awareness of the different communities in Europe. In the current political and social landscape of Europe, it is essential that young Europeans understand the importance of these values.

Finally, inclusivity is the belief that individuals should have equal access to opportunities regardless of their identity or background. In the context of the ACCESS Project, this means that young people with diverse needs should have the equal opportunity to engage with the values of Global citizenship. Since, these individuals may feel excluded from or lack access to mainstream discussions of these issues in school or higher education or non-formal settings. Therefore, activities and education should be kept as inclusive and accessible as possible while still properly educating individuals on global and European values and issues. Of course, it is impossible for every activity to be completely inclusive of everyone. Everyone has unique needs, so it is impossible to make every activity conform to everyone's unique needs. Despite this, every effort has been made to make the content, activities, and handbooks of the ACCESS Project as inclusive as possible.

Introduction

All young people, regardless of their background should have the opportunity to have a say in issues that affect them and the world. The work of the ACCESS Project is vital to make issues of global and European citizenship inclusive for all. The partners hope that the readers will find this handbook useful and informative. Every effort has been made to ensure that this toolkit is written in such a way to make it understandable for everyone. The partners believe that the ACCESS Project can transform the landscape of global and European Citizenship Education by reaching all individuals. Finally, the partners wish you luck and success in connecting with young people on these critical issues.





Introduction

Part 2 – Content and Structure:

The ACCESS Project aims to engage youth workers who work with young people with fewer opportunities on the issues of Global citizenship and European citizenship. These youth workers will be instructed on global citizenship education methodologies. This instruction will in part, take the form of a pan-European e-learning platform that the youth workers can access for information. In addition, it will contain activity templates with tips that youth workers can adapt and use in workshops with young people.

This will ultimately result in the development of a new Global Citizenship Educational tool that will be tested in youth centres. An instructional handbook will accompany this tool to make it more accessible. The partners will then promote and disseminate the results on their websites and social media accounts.

Part 3 – Outlining the Handbook

This handbook is structured in three chapters each discussing a critical aspect of Global Citizenship Education. The first chapter will define and discuss the theoretical ideas that underpin the ACCESS Project. It will discuss what these ideas are and why they are essential for producing well-rounded citizens in the 21st century. Once the theoretical basis is defined, the handbook will move into discussing the best practices for reaching young people with fewer opportunities on these issues. It will inform youth workers on how to make these often-inaccessible debates as inclusive as possible. It will share tips and advice on how to approach young people on these issues and how to make them relatable and understandable for them. Finally, the handbook will conclude by giving activity and game suggestions for youth workers that can be used to engage young people. These activities include, Feeding the world, Riding for rights, the Fishing game and much more. Yet, some young people with additional needs may find these games or activities difficult to engage with. This is why, in this chapter, the ACCESS Project has included advice and tips for modifying these games and activities to make them as inclusive as possible.

Chapter 1

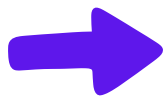




Chapter 1

This chapter will provide an understanding of Global Citizenship Education (GCE), its issues and its methodological practices.

Global Citizenship Education (GCE), or Education for Citizenship, is a teaching practice that has its roots in popular education, which was itself born in the 19th century within the workers' movements, particularly in South America. This desire for change arose from a questioning of top-down education, that of the teacher towards the pupil, and therefore the vertical hierarchy.



Evolution of GCE

1950-1960: A charitable approach was taken by NGOs and humanitarian associations who intervened in emergency situations.

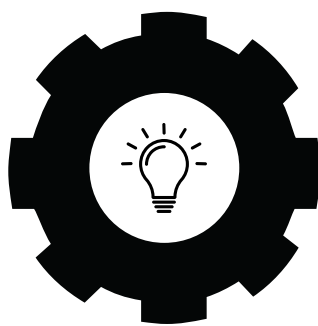
1970-1980: NGOs focused more on development aid to countries "in need", and a number of development education programs were set up. This approach still marks the domination of so-called Northern countries over so-called Southern countries.

1990-2000: Saw the emergence of a more critical vision of development, where the idea was to co-construct these projects by working with local authorities and associations to take into account the needs of populations, rather than imposing them. This new approach has become education for development and international solidarity.

Since 2010: The emergence of a number of global crises has led to new thinking, more focused on the citizen approach, with the idea of individual and collective responsibility as a lever for action. From now on, we will be talking about Global Citizen Education (GCE).

Chapter 1

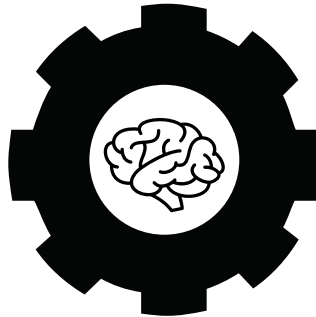
Global Citizenship Education



TO INFORM



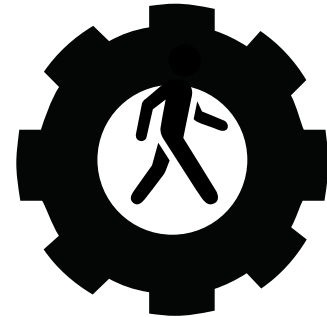
**informing people about
global issues**



TO UNDERSTAND



**to get the keys to
understanding**



TO ACT



**and then take action to
build a world that is
fairer, more sustainable
and more inclusive.**

The aim of GCE is to change people's attitudes and behavior, so that they can contribute individually and collectively to building a fairer, more united and sustainable world. The GCE process is an educational practice designed to encourage civic commitment by:

- Informing: Understanding others (their culture, skills, lifestyles, communication codes, etc.) and, understanding major issues (the environment, health, education, etc.).
- Understanding: Initiating reflection, encouraging critical thinking, becoming aware of one's position as a citizen on a local and then global scale, and taking responsibility.
- Take action: Change your behavior, open up to others, be more tolerant, overcome preconceived ideas and prejudices, etc.

Chapter 1

Why GCE ?

- To value the richness of our planet and the importance of living together;
- Understand the mechanisms of interdependence and exclusion for a fairer world;
- Encourage solidarity between citizens and territories, generations and different social groups;
- Helping to build modes of development that respect human rights and the environment;
- Helping to reduce inequality and discrimination.



Chapter 1

How to do GCE?

- Through educational events/activities;
- For the general public, by adapting the activities;
- At events for the general public;
- By offering training courses.

One of the main methodologies used in GCE is active teaching, which consists of placing the participant at the heart of their learning, based on the premise that we learn best by doing.



Chapter 1

Different types of methods and interactive activities:

- Inter-knowledge
- Role-playing
- Cooperative
- Debate



Chapter 1

GCE is a way of getting people to speak out, creating exchanges and encouraging positive dialogue.

GCE is based on the idea that “we are connected not just with one country but with a broader global community. So, by positively contributing to it, we can also influence change on regional, national and local levels.”

GCE is part of a long-term educational approach that values collective intelligence and cultural diversity, and encourages participants to take action and commit themselves to active citizenship. The idea is to raise awareness of global citizenship issues among all types of audiences. To do this, it is also important to have a sense of inclusivity and accessibility in mind.

In order to create this toolkit, we took a course on inclusive design as part of GCE delivered by the French association Signe de Sens. This training enabled us to discover and deepen our understanding of co-design methodology.



➔ **This methodology is structured in four phases:**

1. Exploration: framing - observation - feedback - requirements, specifications;
2. Design: specifications for use;
3. Prototyping: experience production and user testing - technical specifications;
4. Valorization: production of distribution media.

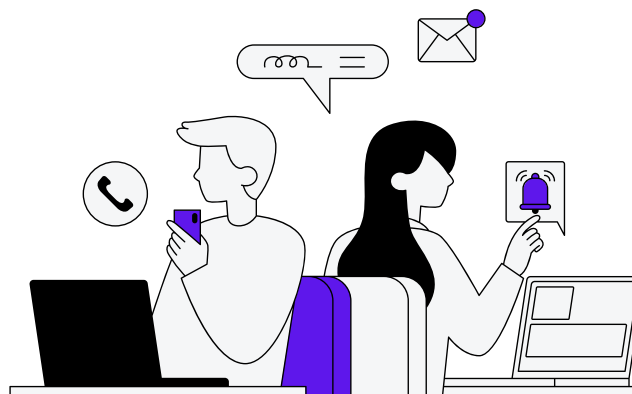
The inclusivity approach is defined as: "A collaborative and pragmatic approach, centered on the needs of all citizens, to support transformations towards a more inclusive society, so that services are more useful, desirable and functional".



Chapter 1

How do we do it?

- Clear communication
- Accessible graphics
- Easy to read and to understand. It's a method that translates an academic language into a language that everyone can understand.
- Listen to the people involved (their needs, recommendations, etc.)



Chapter 1

Why should we do this?

- To reduce discrimination and inequality
- Everyone can and should be able to participate
- Give everyone the means to participate.



Chapter 1



As GCE is a lever against discrimination and inequality, it is important to ensure that the interventions and activities are inclusive and accessible, so that they appeal to everyone, regardless of their differences. Adapting tools and activities is part of a process of co-creation and co-design, and must involve the people concerned.

This helps to encourage people to live together, to accept differences and to avoid excluding anyone. That's why inclusiveness must be a guiding principle throughout the GCE process.

Finally, GCE is committed to a more sustainable world, and this cannot be achieved without addressing the issue of the Sustainable Development Goals (SDGs).

Chapter 1



These goals were adopted by the United Nations in 2015 as a global call to action to eradicate poverty, protect the planet and ensure that all people live in peace and prosperity by 2030. They are interconnected and highlight the global challenges we face.

What do the SDGs enable?

- Universal language
- Adaptability to national/local contexts
- Transversality

What are the limitations?

- No obligation, countries are not obliged or forced to respect and act in favor of the SDGs.
- The means to achieve them are not defined.

GCE's approach is a vehicle for understanding the major challenges of our time (equality, human rights, the environment, etc.), "these actions foster better understanding between generations and cultures, and encourage civic commitment to sustainable development". The use of participatory teaching tools creates a learning environment that encourages discussion and collective intelligence. These tools need to be adapted to the context and the audience in order to meet the needs and objectives set. Finally, a GCE activity involves a debriefing phase at the end "so as not to remain stuck in the emotion that the event may have provoked, to bring out a critique of the experience, but also to go beyond mere experimentation or role-playing and finally to be able to move on to action".

The challenges and methodologies of GCE encourages an innovative and participative way of learning. You will find a presentation of pedagogical tools in Chapter 3 to support you in this approach.

Chapter 2



Chapter 2

Why Global Citizenship Education for Young People with Fewer Opportunities?

Someone cynical might look at the ACCESS project or a similar initiative which seeks to engage young people with fewer opportunities in global citizenship education processes, and ask the question: But why don't you do something to help these young people to overcome the barriers that they face? And yet, there is only one possible answer to this question: that is what we do. In this chapter we are going to explore a bit more in-depth why global citizenship education can be an important resource for young people with fewer opportunities in their personal, professional and social development.

Competences

As with every type of structured educational process, GCE seeks to develop specific competencies in the learners. There are numerous frameworks, which lists the competencies that GCE develops or should aspire to develop among learners and prepare them for the global world of tomorrow.

The Global Education Guidelines of the North-South Centre of the Council of Europe for example refer to the Reference Framework of Competences for Democratic Culture and puts forward 20 competencies of global education, structured in four categories (knowledge, skills, values and attitudes). Along with "valuing human rights and human dignity" and "knowledge and critical understanding of the world", the framework includes a lot of competencies which can be considered "horizontal", i.e. which are not specifically related to a particular educational or professional area of knowledge, but can be used and valued in a wide variety of situations and work settings. Such competencies include: analytical and critical thinking skills, cooperation and conflict-resolution skills, openness and civic-mindedness. Oxfam's Education for Global Citizenship school's guide includes competencies like "creativity", "valuing diversity" and "communication". The Six Steps to Global Citizenship framework adds "patience", "persistence" and courage, understood as the ability to control your fears. It is more than clear that these competencies are useful and needed for operating complex everyday lives, but many of them align perfectly with what leading universities and economic organisations predict will be the most important and needed competencies for the jobs of the future (See for example The World Economic Forum or this LinkedIn article).

Chapter 2

That is to say, engaging young people with fewer opportunities in the GCE process, means investing in their learning and development of competencies that will help them navigate the world in a better and independent way, and might even help them perform well in the job market.

If we give one more review of the global education frameworks, we can spot one more type of competencies which are very often crucially important for young people with fewer opportunities and it concerns the self. Oxfam's framework includes competencies like "sense of identity and self-esteem", "self-awareness and reflection", mirrored by "knowledge and critical understanding of the self" in the North-South Center's guidelines. In the Six Steps to Global Citizenship framework we find "ability to describe own identity", "confidence" and "sense of own worth and pride". Needless to say how important these competencies are for young people whose vulnerabilities are often intertwined with their identity and could make them think less of themselves or be incapable to process and embrace their identity. The lack of such competencies can lead to insecurities, shyness, or apathy, but can also manifest in unhealthy, destructive or violent behaviours (towards oneself or others). Without claiming that GCE is a panacea that guarantees identity comfort and/or mental health for all of its learners, there are still concentrated efforts in this educational paradigm to facilitate self-exploration, self-acceptance and self-esteem, which are crucial for young people with fewer opportunities. This is further supported by competencies like accepting and valuing diversity, empathy and intercultural communication, which GCE as a rule normally requires time and space to develop.

Chapter 2

Next, GCE processes always take a rights-based approach in developing competencies: “knowledge and critical understanding of human rights” in the Reference Framework of Competences for Democratic Culture; knowledge on human rights and respect for human rights in Oxfam's framework; “awareness of human rights and the ways to protect them” in the Six Steps to Global Citizenship guide. With human rights more often violated or at risk for minorities and different disadvantaged communities, it has been long established that extra efforts need to be made for such communities to be well aware of their own rights. But understanding that your rights are violated does not necessarily improve your situation unless you have the competence to take action. Which is also something GCE seeks to develop among learners: “knowing ways to oppose injustice”, “ability to take the initiative and engage others” in Six Steps to Global Citizenship; “Informed and reflective action” and “Belief that people can bring about change” in Oxfam's Education for Global Citizenship. The latter is particularly important for people in general - but people with fewer opportunities even more so - lack the belief that change is possible, which prevents them from taking action. In other words, investing in global education with young people with fewer opportunities, means making them aware of their human rights and the ways to protect them, along with the motivation and confidence to do so.

Chapter 2

Methodology

While the text above explored why GCE is an appropriate intervention to work with young people with fewer opportunities in terms of the learning outcome that is expected, here we will briefly look at the appropriateness of the methodologies used. We will do so however taking into consideration that the two are very much intertwined, meaning that some of the competencies (especially the transversal ones) can only be constructed and improved if the appropriate methodologies are used.

There is a lot of literature on the topic, with nuances and variations, but there are some uncontested aspects and principles of the GCE methodological approach, which make it particularly appropriate for and impactful on young people with fewer opportunities. These include, but are not limited to:

Learner-centred. That means the methods should develop learners' autonomy and independence. Learners are seen as agents of their own learning, instead of a passive receiver. For people with fewer opportunities that means (beyond practising a number of transversal skills) they can bring their specific experiences, needs and realities in the learning process and make it more suitable and relevant for them.

Participatory. Besides many other things, the participatory nature of GCE methodologies, and its learner-centeredness, translates into practical activities which require learners to be active participants, i.e. to talk, research, prepare, present, collaborate, create, and reflect. This interactive and engaging aspect of the process could be particularly appropriate for young people with fewer opportunities who might struggle with language proficiency, concentration or understanding of complex ideas through listening and reading.

Attempting to meet different learning styles. Based on non-formal education and its exploration of learning styles, GCE as a rule attempts to offer methodologies, which meet different learning styles. What that means is that taking into consideration the groups' needs, an experienced GCE trainer will create a mix of methods that appeal to different participants based on their preferred learning style: e.g. visual, auditory, reading and writing, kinaesthetic. What that means is the GCE offers enough variety of methodological approaches to meet specific learning needs of young people with fewer opportunities.

Chapter 2

Carefully designed based on needs. None of the above principles and aspects of GCE's methodological approach would bring benefit to young people with fewer opportunities, unless the trainer(s) conduct a proper needs analysis and design the learning process based on the detected needs, limitations and strengths of the concrete group of young people. This gives a lot of freedom (and responsibility) to design the process in a way that will better fit young people with fewer opportunities - a flexibility that formal education and other types of learning do not always allow.

Adaptable. Because they are based and attentive to needs and learners' agency and participation, GCE learning processes need to stay flexible and change course in methodology whenever relevant needs, limitations or group aspirations are detected. This can be a challenge, because it means the trainer should always stay alert and ready to introduce adaptations, rather than using ready made materials. But it is this adaptability that makes GCE even more appropriate for young people with fewer opportunities, as it can and should be adapted to meet the specific needs that such young people might have.

The above-mentioned characteristics should also be seen as a suggestion that trainers and facilitators could specifically try to enhance as they design and run GCE processes with young people with fewer opportunities.

Chapter 2

A matter of fairness

Finally, a short ideological note can be made to support the case as to why more efforts should be made (and more resources directed) to using GCE with young people with fewer opportunities.

The answer is easy: it is a matter of fairness.

Let's take the economic situation as an example. The globalised world has expanded social inequality, making the rich richer and the poor poorer, limiting opportunities for social mobility for young people born in poor families. At the same time, the richest 1% of humanity is responsible for more carbon emissions than the poorest 66%, with dire consequences for vulnerable communities ([2023, The Guardian](#)). What that means is that people with fewer opportunities normally benefit less from globalisation, while still suffering its negative consequences. That makes it imperative that they are exposed to the type of transformative learning GCE offers, that can help them voice the injustices they face, while building their confidence and skills to do so, align with the belief that change is possible and putting efforts to make it make sense.

Finally, talking about social justice and equality, we need to also highlight that young people with fewer opportunities should have equal access to educational opportunities, including GCE processes and initiatives. "Equal access" means we should also put specific efforts to make our resources relevant and inclusive, while outreaching to disadvantaged communities to engage them. Otherwise, it appears that we invest public resources and expert effort to develop and promote an educational paradigm which not all young people can enjoy. And potentially the ones excluded are the ones that could benefit the most from it.

Chapter 2

How to Engage Young People with Fewer Opportunities in Global Citizenship Education?

We present some guiding principles on how a GCE process with young people with fewer opportunities can be approached. Since the group “young people with fewer opportunities” is too broad, they are more general recommendations than concrete tips, as the real analysis will depend on the specific disadvantaged group(s) and the specific context of the country, region, city or even neighbourhood. Nevertheless, the ideas presented below might serve as a guide to your analysis.

Outreach and recruitment

If young people with fewer opportunities are not your usual target group, there is a chance that you have no clear idea how to get them into a training room for the GCE process. Indeed, there are many organisations out there stating that their services, educational activities and personal development opportunities are open for everyone, but young people with fewer opportunities do not “come”. There are a lot of reasons for that and they also relate to how proactive and inclusive we are in our outreach. The publication [BeInclusive: Tools for Equality and Inclusion in Youth Work](#) sets three different indicators, which illustrate what inclusive outreach might look like:

- Visibility and recruitment efforts consider the specific needs of young people from minority and marginalised/excluded groups in terms of form, language, information channels, accessibility
- Proactive measures to reach young people from minority and marginalised/excluded groups are put in place
- Additional efforts to motivate young people from minority and marginalised/excluded groups to engage with the organisation are put in place

The guide provides ideas for each of these indicators, but here we focus on one, which is particularly relevant and it concerns partnerships. The recommendation is to build meaningful partnerships with organisations of (or working with) young people with fewer opportunities, get in touch with social services or other groups or organisations that work on specific issues that might affect a part of the target group you will work with.

Chapter 2

Explore own perceptions and biases

It would be important for trainers and others who plan and run GCE processes with young people with fewer opportunities to explore their own stereotypes and biases towards the group. That is to avoid a paternalistic approach in designing the process which might be over simplistic or unambitious, but also to prepare for an inclusive facilitation of the process, which values and embraces diversity. Reflection questions that can guide this process include: 1) What are the objective limitations of the target group? 2) Are these limitations universal or vary from person to person? 3) What are the socially perceived limitations from the target group which might not be true in reality? 4) What stereotypes do I personally have for this group and where do they come from? 5) What are possible scenarios for my stereotypes to be confirmed or to be disproved? 6) Will this influence the way I conduct the learning process?

Chapter 2

Partial example with two groups of young people with fewer opportunities:

	Visually impaired young people	Young migrants
Objective limitations	Limited perception through vision	New cultural environment*
Variations	Full blindness vs. visual impairment (e.g. forms, colours), navigation through space (using white cane, service dog), navigating information (using braille, using screen readers, using magnifiers)	Language proficiency, cultural and social navigation, self-esteem *Some migrants might be fully socialised in the hosting country
Socially perceived limitations	Helpless, dependent, limited capacity to work and contribute	Dangerous, backwards, conservative, unwilling to "integrate"
Own stereotypes	...	...

Chapter 2

Needs-based adaptations

Based on the analysis described above, one can start the design of a GCE process, taking into consideration some objective limitations and leaving space for adaptations, for when the concrete needs of the concrete group of young people becomes clear. This will be an open-ended process, as needs might become clear or appear later in the process. The adaptations can concern both the content, the expected results (competencies) and the methodological approach. What is more, young people, being agents of their learning, can and should be consulted in making such adaptations. Many GCE methodologies actually give freedom to learners to select and/or focus on issues they want to explore and young people with fewer opportunities should have the same freedom. Generally the advice is to openly communicate with young people about their specific needs: not only about what limitations might be in place, but what activities and methodologies they are willing and feeling comfortable to explore.

See some adapted activities in Chapter 3 of this publication. You can also see the Chapter “Inclusive Methodologies and Approaches” in the already mentioned resource BeInclusive.

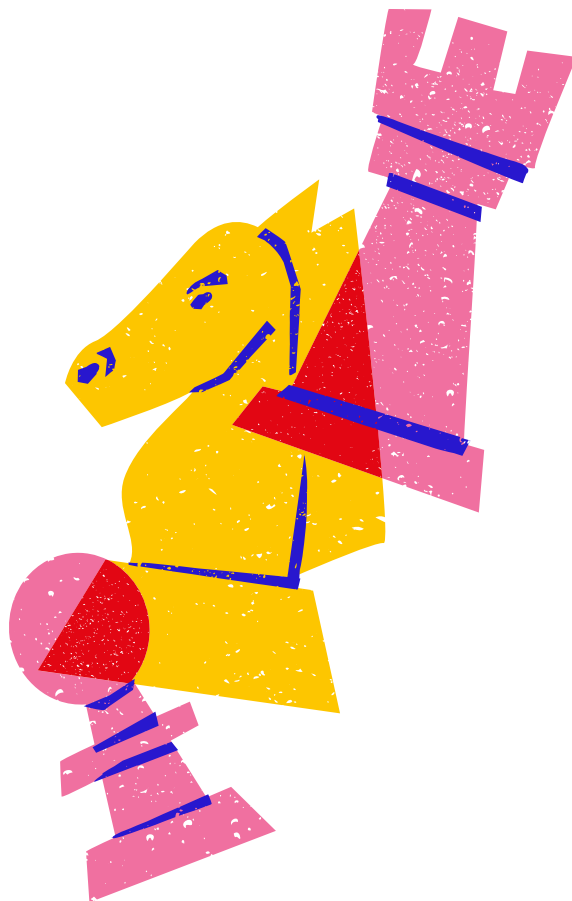
Chapter 2

Space for reflection and evaluation

GCE methodologies as a rule includes reflection and evaluation in its design, as a way to transform experience into learning and to explore if and what improvements need to be made in order to progress. Planning time and space for reflection is even more important for young people with fewer opportunities, for a couple of reasons: 1) as the whole process might be new to them, reflection can help them explore and process it better, and identify its positive impact on them; 2) this section of the program can allow learners to share gaps or issues or needs that might not have been approached sufficiently, appropriately or sensitively. As the Inclusion Toolbox of the European Youth Foundation reminds us, appropriate time should be considered for feedback. For feedback to be meaningful, it needs to be acted on.

Chapter 3

Educational tools





Chapter 3

Introduction to interactive education

This chapter will discuss games and activities that can be used to instruct young people on issues of Global Citizenship. It will also give the reader tips and advice on how to make these games more inclusive, so that everyone can take part.

Research on Game Based Learning:

At the heart of the ACCESS Project is a belief in the value and importance of games and interactive learning to facilitate the knowledge of young people. There are a variety of benefits to using interactive learning. These advantages include, improved motivation, better critical thinking and problem-solving skills, peer collaboration, reinforces social-emotional learning, and inclusivity. Given the importance of game-based learning and inclusive education in the ACCESS Project, it is worth considering these advantages in more detail.

Motivation:

In any classroom environment it is essential that students feel motivated to learn and engage with the content. Some students can find it difficult or overwhelming to work out of a textbook or memorise facts. Games, therefore, can be a fun alternative that makes learning feel like less work. Students are less likely to be discouraged by challenging topics or problems and are more likely to utilise new problem-solving techniques.

Critical Thinking and Problem-Solving Skills:

Educational games can help to foster students' critical thinking and problem-solving skills. When playing a game, students are presented with a goal to achieve and a series of challenges to overcome. This promotes strategizing and appropriate decision making because students must think through how to approach each challenge.

Peer Collaboration:

Interactive activities can lead to positive social interaction and collaboration. In a team-based game, students must work together and identify each other's strengths as they work to achieve the overall objective. Indeed, researchers such as Johnson, Johnson & Stanne, believe that positive cooperation can lead to improved social skills, empathy, acceptance of diversity, and conflict resolution (Roffey & Hromek, 2009).

Chapter 3



Social Emotional Learning:

Games can play an important role in reinforcing social-emotional learning. In team-based games students must communicate with each other to be successful. This allows students to practice important social and emotional skills such as listening and empathy. When faced with challenges in the game, students must discuss how they would like to solve the problem. This means that students must be aware of how each team member feels about the problem, the problem's solution, and the group's progress. Furthermore, games can also be structured to deliver social-emotional education. Activities based on role playing and problem solving can allow students to navigate social challenges and situations. They must understand their own goals and balance them with that of the group. This can allow students to practice better emotional management and regulation, especially of negative emotions like frustration and sadness when things in the game do not go to plan. Through playing these games, students can become more familiar with each other, which can lead to better friendships and lower levels of bullying.

Inclusion:

Finally, and most importantly, games can serve to make the classroom more inclusive. Firstly, games are inclusive of different learning styles. Some students struggle to learn out of a textbook or memorise facts. They learn best through hands-on interaction by touching cards or tokens. Therefore, according to Sara Rye and Carla Sousa these students will have a better understanding of the topic through hands-on sensory engagement (Rye & Sousa, 2023). Whereas other students learn best through role playing and acting out different scenarios. Therefore, games can be used to cater to different styles of learning and can ensure that all students can fully engage with the topic. Furthermore, a 2018 Turkish study of students in an inclusive school found that educational games had an overall positive effect. The researchers found that students had better self-esteem, better self-perception, and better peer relations after playing educational games (Üstündağ & Özcan, 2018). This demonstrates that games played in an inclusive way and in an inclusive environment have overall positive effects on the participants.

Secondly, game-based learning can help to promote diversity, respect, and tolerance. Games and activities can be designed to teach students about different cultures or peoples. Furthermore, in group-based activities, students often work with other students from different cultures, backgrounds, and abilities. Through, communicating, collaborating, and empathising with students from different backgrounds on their team, students can broaden their perspectives and develop further respect for diversity.

Chapter 3



Summary of Games

Feeding the World (Nourrir le monde) is a board game that will educate young people on the challenges of the global food supply chain. The players will learn about how wars, corruption, natural disasters, and unfair competition leads to hunger and food shortages. The aim of the game is for the players to create a food supply system that ensures everyone has enough food to eat.

Beware of Water (Gare à l'eau) is a card game that focuses on the importance of clean water. Participants will learn about the effects of water borne diseases, inadequate water infrastructure and pollution on people. The players will take the role of villagers without access to clean water. The game has two phases, one phase where they can get sick from a lack of water or sanitation, in the other phase they can build water infrastructure to prevent illness.

Riding for Rights (Cheval de bataille) is a board game that promotes awareness of gender-based inequality. Players will learn about inequalities between men and women in family life, the media, sport, the workplace, and government institutions. The basic premise of the game is that players will be on different teams based on gender. They will then need to navigate through different spheres of life, and experience inequality.

Play Inn is a card-based activity that aims to promote the social inclusion of migrants and refugees. The activity goes through three stages. In the first stage, players brainstorm ideas that address problems faced by migrants or refugees. The second stage focuses on improving and making these ideas viable. Then the final stage involves making the idea understandable and then communicating it. The activity ends with the participants promoting their ideas to each other.

The Fishing Game is an interactive activity that will teach players about overfishing. The participants will learn about the overuse of a common resource and the social, environmental, and economic aspects of fishing. To play this game, students will "fish" for different candies. Over the course of the activity, new rules or "technologies" will be introduced which will make fishing easier. The result is that students will eventually run out of candies in their bowls which allows them to understand the impact of overfishing.

FEED THE WORLD

SETTING UP

The game is suitable for 3 to 12 players, so several game tables are needed in parallel for a class.

The facilitator places the game board in the center of the table. To find out the starting stocks of water and food, see the table below. The WATER and FOOD tokens are placed on the gauges and will evolve during the different turns of the game.

Number of players	Food	Water
3	5	12
4	7	16
5	8	20
6	10	24
7	12	28
8	13	32
9	15	36
10	16	40
11	18	44
12	20	48

Playing rules:

The activity leader sets up the game board in the centre of the table with the red and blue pawns placed according to the amount of water and food stock available (depending on the number of players).

Position the "Player's State" cards as well as the remaining "Supermarket" and "Innovation" cards next to the board as well as the "Memo Card" and the "Weather" cards.

On each new turn, the first player turns over the first "Weather" card of the deck. Above is indicated the quantity of drops of water collected for each "water harvest" action (from 0 to 3 drops).

Player action: each player chooses, in turn, starting with the player who has the "first player" pawn, to perform one of these 4 actions. :

1. Produce food (only possible if the water reserve is sufficient): This action costs 1 ration of water, to be removed from the collective reserve. The player rolls the die indicating the number of food rations produced (from 1 to 3). The "Food" marker increases in the collective reserve.
2. Collect water for collective consumption and for agriculture: the player fetches water, and fills the collective reserve on the board with the number of drops indicated on the

Fishing for the Future

THEME OF THE ACTIVITY

Sustainable Fishing and Conscious Cooperation

Target age group: 12+

Group size: 3–30 participants

Activity duration: 45–60 minutes

OBJECTIVE

Through a fishing simulation, students model several consecutive fishing seasons and explore:

- cooperative and competitive strategies
- the consequences of using and overexploiting common resources
- the factors influencing the process from both individual and social perspectives

REQUIRED MATERIALS

- A board
- A symbolic pond (board, sheet, etc.)
- Symbolic fish (e.g., snacks – 20 per circle)
- Fishing rod (e.g., thick straws to catch the snacks)

PREPARATION

The pond and the fishing rod can be made as part of a craft activity. It is preferable that the fishing requires some skill or ability. For snack fish bought from the store, the fish can be "caught" using a straw (by sucking).



Glossary



GCE : Global Citizenship Education.

People with fewer opportunities

Methods and activity game

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Introduction

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Conclusion

Glossary

Appendix

